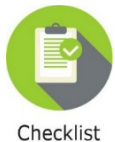


This week, we are looking at Standard 1.2, Practice, Educators facilitate and extend each child's learning and development.



	<ol style="list-style-type: none"> <li>1. Set a goal for the week. Goal doesn't always need to link to NQS Element. A goal can be used to solve a challenge or be positive improvement i.e. learning area setup <a href="#">Click here for goal template.</a></li> <li>2. Identify barriers</li> <li>3. Track the goal daily</li> <li>4. Celebrate achieved goal.</li> </ol>
--	--



## Why are you doing the checklist?

Monday 3 August 2020

Practices identified in the checklist are what the assessor needs to see you do so they can check you're **'exceeding the NQS.'** If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or ask for help and training to do what's on the checklist ie work with your educational leader or room leader who should teach/coach you how to do it.




### The checklist keys to use.

- E = **Embedded** I do that **ALL** the time
- K = I **know** I need to do that, but I don't do it all the time
- T = Please **teach** me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

### Week 24, 3 to 7 August 2020- Standard 1.2, Practice

**How to use Centre Support video links.**

	<b>Video 1</b> An overview	<b>Video 2</b> Agency	<b>Video 3</b> How to use checklist
Click on the video icon on the left to hear an explanation of the Standard in more detail. <b>Remember:</b> Our material can be printed or used as a digital PDF copy and kept on your computer.	 Video Training Click Here	 Video Training Click Here	 Video Training Click Here

**Are you Exceeding? Use the checklist below to see.**

<b>Exceeding - Embedded Practice</b>	ED1	ED2	ED3	ED4	ED5
There's evidence you always think carefully about the actions you take when implementing the curriculum to ensure the best outcomes for children?	E	E	E		
<i>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it. Example: On Monday (27_7_20) I encouraged children to paint the bowl of fruit I placed on a table. Instead of letting all children paint together I split children into small groups and positioned them so they couldn't see each other's work. I wanted children to paint from what they saw. It was amazing to see the differences eg some children took a top down view, some side on, some focussed on particular features, some used lots of colour and some only black and white.</i>					
There's evidence you always think carefully about the actions you take when implementing the curriculum to ensure the best outcomes for children.					
<i>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</i>					
There's evidence you always respond to each child's ideas and play using strategies that promote their participation and learning outcomes eg modelling and demonstrating, open-ended questioning, speculating, explaining and engaging in sustained shared conversations.					
<i>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</i>					
There's evidence you encourage each child to make choices and decisions about activities, experiences, routines, service events, resources etc.					
<i>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</i>					
You could explain to an assessor how your practice implements the EYLF/MTOP.					
<i>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</i>					
You could explain to an assessor how your practice reflects the service philosophy.					
<i>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</i>					

**Tuesday 4 August 2020**

**Week 24, 3 to 7 August 2020- Standard 1.2, Practice**

### Exceeding - Critical Reflection







There's evidence you regularly contribute to critical reflections that consider current recognised guidance (eg EYLF/MTOP).					
<b>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b> <i>Example: Last room meeting (28_7_20) I suggested we include more activities which reflect children's daily lives. I thought we were focusing too much on our resources and EYLF/MTOP is built around the learning children achieve from their everyday relationships.</i>					
There's evidence you regularly contribute to critical reflections that consider current recognised guidance (eg EYLF/MTOP).					
<b>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence you regularly contribute to critical reflections about your teaching practices, including alternate ways to promote and extend children's learning and development.					
<b>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence you regularly contribute to critical reflections about educational theories/philosophies. You could explain to an assessor how you draw on these and how this may have changed over time.					
<b>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence you regularly contribute to critical reflections which consider every child's circumstances and rights.					
<b>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it</b>					
There's evidence you regularly contribute to critical reflections to ensure children develop respect for and understanding of different cultures, including Australian Indigenous cultures.					
<b>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it</b>					

**Week 24, 3 to 7 August 2020- Standard 1.2, Practice**

**Exceeding - Engagement with families and community**

There's evidence your curriculum reflects the service's unique geography, culture and community.					
<p><b>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>  <i>Example: We're under a flight path and until COVID times planes used to regularly zoom overhead. I've implemented activities about travelling to different countries which has led us to explore different cultures, foods, histories etc.(see photos, learning stories from June 2020). More recently we're learning more about how germs spread and hygiene practices as it's a lot quieter during the current Pandemic.</i></p>					
There's evidence your curriculum reflects the service's unique geography, culture and community.					
<p><b>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b></p>					
There's evidence in your curriculum that you welcome and consider the voices, priorities and strengths of children and families, and include children's views throughout the day.					
<p><b>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b></p>					
There's evidence you regularly communicate with children's families/ community to ensure you're familiar with each child's knowledge, strengths, ideas, culture, abilities and interests which you use to plan and implement the curriculum.					
<p><b>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b></p>					

**NEW**

<b>EYLF and MTOP examples for Quality Area 1</b>	1. Start here	2. MUST WATCH	3. Learning at the accountants.
<p>Watch the videos to learn more about EYLF and MTOP.</p> <p>The first video is about really looking at the EYLF/MTOP to identify your teachings. The 2<sup>nd</sup> is the most important video of all, it shows you how to plan with the EYLF/MTOP. 3<sup>rd</sup> is a older and OSHC.</p>	<p><b>Video 1</b></p>  <p><b>Video Training</b> Click Here</p> 	<p><b>Video 2</b></p>  <p><b>Video Training</b> Click Here</p> 	<p><b>Video 3</b></p>  <p><b>Video Training</b> Click Here</p> 

**Week 24, 3 to 7 August 2020- Standard 1.2, Practice**

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## What Law and Regulation goes with this NQS Standard?

Law Section 168 Offence relating to required programs  
Regulation 73 Educational Program

### Who has to do what?

Educators must plan a program which:

- implements the practices and principles of the My Time Our Place Learning Framework
- help children achieve the learning outcomes in the framework (which are identical to those in Reg 73)
- is based on the developmental needs, interests and experiences of each child.

Explain how you and other educators meet this part of the law:

### Week 24, 3 to 7 August 2020- Standard 1.2, Practice

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**Why are you doing this?** It's not just because critical reflection is an Exceeding theme. Critical reflection shows you how to solve problems and improve practice. You can also use the outcomes of your critical reflection in your Service QIP (Improvement section). All educators must contribute to the QIP. It's part of your job. Use this template to help do this and show the assessor how critical reflection has created changes in your practice.

**Thursday 6 August 2020**

### Step 1 Critical Reflection



Critical Reflection

The EYLF and MTOP say "Critical reflection involves closely examining all aspects of events and experiences from different perspectives." There is no checklist for critical reflection.



Video Training

Please watch the video for more information

#### Example Situation

Emily's behaviour is getting out of control. How will we approach this?

#### Exceeding themes Standard 1.2

##### Embedded Practice

All educators:

- are consistently deliberate, purposeful and thoughtful in all of their decisions and actions that impact on children's learning and development
- confidently make curriculum decisions throughout the day, week or month to ensure each child's participation, learning and development is facilitated and extended.

##### Critical Reflection

All educators and the educational leader regularly reflect, individually and with each other on:

- alternate practice approaches to facilitating and extending children's learning and development
- social justice and equity implications of their educational practice to ensure that practice considers the circumstances and rights of every child at the service.

##### Engagement with families and communities

The service's educational practice approach to facilitating and extending children's learning and development welcomes, respects and draws on the voices, priorities and strengths of the children and families at the service.



#### Child/ren

*Sometimes I get upset with my friends. Things can get out of hand. I wish educators would help me before we hurt each other with words or actions. (Emily)*

#### Educators and Nominated Supervisor

*We feel like we're constantly tailing Emily in case she hurts another child. This takes up all our time. Things need to change (room/group educators)*

#### Families and community

*I know Emily can be a handful. She wears me out, but aren't educator's supposed to be teaching her social skills and how to interact with others? (Emily's mum)*

#### Theorist and current research

*Gordon Pask's 'Conversation Theory' says complex topics (eg social interactions) are understood in controlled conditions (eg classroom.) Language (and non-verbal communication) is important in resolving conflicts. It helps to negotiate shared views. Learning occurs from ongoing conversations on a topic over time.*

### Step 2 Change Practice

Now you have reflected through the eyes of others, you are ready to make well informed decisions and plans to implement a change in your practice. List the changes below.

*Educators discussed other ways of responding to Emily's behaviour (other than shadowing her) with the EL who suggested they refer to the Behaviour Guidance Policy for guidance. They noted the Policy says educators will:*

- include learning about different emotions in the curriculum
- help children reflect on their actions eg "Emily, what are you doing?" "I saw you ...." "What were you about to do with ...?"
- put themselves in the child's position to try and understand where the behaviour came from so they can plan relevant learning.

*Following further discussion educators decided they needed to:*

- explicitly teach children how they might respond in situations of conflict or disagreement
- make sure Emily felt safe and supported by giving her lots of hugs and attention, because they felt Emily may be feeling insecure because her parents are separating.

### Week 24, 3 to 7 August 2020- Standard 1.2, Practice

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**Why are you doing this?** It's not just because critical reflection is an Exceeding theme. Critical reflection shows you how to solve problems and improve practice. You can also use the outcomes of your critical reflection in your Service QIP (Improvement section). All educators must contribute to the QIP. It's part of your job. Use this template to help do this and show the assessor how critical reflection has created changes in your practice.

**Thursday 6 August 2020**

**Step 1 Critical Reflection**



**Critical Reflection**

The EYLF and MTOP says "Critical reflection involves closely examining all aspects of events and experiences from different perspectives". Critical reflection has no criteria like the checklist.

**Select one or more from below (or something else in this week's checklist) to critically reflect upon:**

- Would families agree you're always looking for ways to extend each child's learning?



Would children agree you encourage them to make choices and decisions about activities and routines?

Would other educators agree you often reflect on other ways to achieve learning outcomes?

Would families agree you willingly consider their views about their child's learning and development and adjust your practices or the curriculum as a result?

Child/ren

Educators and Nominated Supervisor

Families and community

Theorist and current research

**Step 2 Change Practice**

Now you have reflected through the eyes of others, you are ready to make well informed decisions and plans to implement a change in your practice. List the changes below.

**Evaluate the change in practice due to your reflection**

**Week 24, 3 to 7 August 2020- Standard 1.2, Practice**



Complete QIP



Video Training  
Click Here

**Write your QIP using what you've completed over the week. Why are you doing this?**

You have discovered where your practice is compared to the NQS Guide (comparing what you currently do and Monday, Tuesday and Wednesday's checklist and Wednesday's critical reflection). This is the process of self-assessment. If you have discovered practices, processes, checklist areas you need to improve upon, write them below. Use this to improve practice and select contributions to the QIP Improvement Plan.

*Example: On Tuesday checklist we discovered a 'T', we need help with, "You can explain some of the theories that influence your teaching practices and how these contribute to continuous improvement." We realise we need to actively research or obtain information about current theories so we can answer this question. The Educational leader and Matt the Nominated Supervisor are organising some 'fact sheets' on different theorists and we're going to pin them on the staff room wall and discuss different theorists each week during room/group meetings.*

The next step if you're meeting the indicators is to self-assess against the Exceeding Indicators. On the next page we look at how to write meeting and exceeding strengths in your QIP. Use the below points to guide you writing.

Inclusions	Yes	N/A
1. Write the <b>room location into the strength</b> . This will ensure the assessor knows where to look for your strengths.		
2. Write the educator's name into the strength. This will ensure the assessor knows who to ask about your strengths.		
3. Include the child/children's names in your strength. This will give educators confidence to talk about a subject they know about (the child/ren).		
4. Evidence eg learning story, photo that's easy to access.		
<b>5. Write how you are achieving the exceeding themes.</b>		
Embedded Practice		
Critical Reflection		
Engagement with families/community		
6. Tell the assessor exactly where to find the <b>location of other evidence</b> they need to see to show how you're exceeding.		
7. Show the assessor the <b>location and time of other practice</b> they need to observe to show how you're exceeding.		

**Week 24, 3 to 7 August 2020- Standard 1.2, Practice**





Working  
Towards

Educators in the Tiger Room/Group thought it best just to get everything out of the storeroom in the morning so children could select what they wanted to do. What was the point of asking for their ideas and suggestions about activities and play? They'd work it out themselves anyway.



Meeting

The green text is directly related to the meeting indicators for Elements in Standard 1.2 on pages 112-119 of the NQS Guide

**Tiger Group**

Educators in the **Tiger Room/Group** thought it best just to get everything out of the storeroom in the morning so children could select what they wanted to do. The **Educational Leader** could see that educators were standing back and just letting children play, and that this quickly turned into a 'free for all mess' and escalated to behaviour problems. **After reflecting with educators the Educational Leader identified many educators had a real skill gap in preparing lessons to extend children's interest and promote learning outcomes. She prepared a lesson plan template and began training educators in how to use it.**



Exceeding  
[Click the logo above to see the ACECQA NSQ Exceeding hemes for 1.2](#)

Below is a case study that demonstrates how the Exceeding themes 1 Embedded Practice, 2 Critical Reflection and 3 Meaningful engagement with families and communities link into practice. **The blue text is based on or directly quotes the exceeding indicators and the checklist on Monday, Tuesday and Wednesday in the NQS Guide pages 120-122.**

**Tiger Group**

Educators in the **Tiger Room/Group** thought it best just to get everything out of the storeroom in the morning so children could select what they wanted to do. The **Educational Leader** could see that educators were standing back and just letting children play, and that this quickly turned into a 'free for all mess' and escalated to behaviour problems. After reflecting with educators the **Educational Leader** identified many educators had a real skill gap in preparing lessons to extend children's interest and promote learning outcomes. She prepared a lesson plan template and began training educators in how to use it. Part of the training involved teaching educators how to source ideas for the lesson plans. She showed educators how to access and use the books in our digital library, but she also helped educators identify ideas which were coming from children and families. For example, **Patrick's mother told Miss Chelsea the family had attended the show on the weekend and Patrick was very interested in the rides, especially the cage people sat in where they were thrown into the air by huge rubber bands. Miss Chelsea identified a learning opportunity, looked up some references on how to build things powered by rubber bands (eg paddle boats) and prepared a lesson plan. She used open-ended questions to extend children's learning eg "How far do you think the boat will travel? How do you think we could make it go further?" She also helped children measure the actual distance travelled using the measuring tape (see learning story and photos 31\_7\_20). [See example lesson plan included in weekly Professional Development]**

Write an example and use the exceeding theme (words in blue) to show how you are exceeding.

Or write a plan describing how you could improve to get to exceeding.

**Week 24, 3 to 7 August 2020- Standard 1.2, Practice**

## Health Hygiene and Safe Food Policy

Policy contains practices/procedures on:

- hand washing including when to wash
- toileting (assistance)
- cleaning spills of blood, urine, vomit and faeces
- dental hygiene and care
- dental accidents
- food safety including food preparation and hygiene, transport and storage (eg temperature control)
- cooking with children
- birthday cakes and play dough
- cleaning of environment, equipment and resources– eg cleaned with detergent and disinfected if contaminated with body fluids, daily cleaning of high contact areas.

Do you have any feedback or comments about this policy? Please include below.

--

Educator's Name	Educator's Signature

### Week 24, 3 to 7 August 2020- Standard 1.2, Practice

Completing the table below gives you information about where the ideas and activities in your curriculum are coming from. Remember the EYLF and MTOP require most of your curriculum to be based on children's ideas and interests, or related to their families and community. Educator input should not be the largest number in the table.

The table is designed to be used with Centre Support's curriculum symbols showing where an activity or experience came from. Count the symbols for child input, family input etc and add under the Total Column. To work out the percentage divide each input number by the total of all inputs and multiply by 100.

**Exceeding theme 2: Practice is informed by critical reflection**

Curriculum Input	Total	Percentage
Child Input	eg 20	eg 57%
Family Input	eg 10	eg 28%
Community Input	eg 3	eg 9%
Educator Input	eg 2	eg 6%
<b>Total</b>	<b>eg 35</b>	<b>eg 100%</b>

Curriculum Input	Total	Percentage
Child Input		
Family Input		
Community Input		
Educator Input		
<b>Total</b>		

Completing the table below helps you reflect on how your day at work went compared to your best ever and worst ever days. Think about why you've given the day this rating. What could you change?

Mon	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Tues	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Wed	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Thurs	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Fri	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				

Space for further reflections if required

**Week 24, 3 to 7 August 2020- Standard 1.2, Practice**